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## ABSTRACT

This paper outlines the objectives, perspectives, methodology, and educational significance of a research project being undertaken to analyze and evaluate black post secondary education. The major objective for undertaking this research is to determine whether, within selected social science disciplines, "client-centered" undergraduate teaching goals dealing with social usefulness and personal character are more widely valued in American black colleges and universities than are "professional-centered" undergraduate teaching goals dealing with erudition and higher scholarly achievement. References to similar surveys and related literature follow the outline. (Author/IE)

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Goals in Teaching Undergraduates in Black Colleges and Universities:  
A Report on Research in Progress\*

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### Abstract

Goal orientation of American colleges and universities is a continuing concern of educators, policy-makers, parents, students, and the public-at-large. Previous literature has pointed up the importance of thinking about the goals of undergraduate education even though complete agreement may never be achieved (Bok, 1974).

The literature identifying and contrasting goal orientations is impressive. Reid and Bates (1971) and later Zelan (1974) compared preprofessional and vocational training with general liberal education, Gamson (1966) compared "Utilitarian" with "Normative" orientations, Sinart and Elton (1975) compared "pure" with "applied", Muller (1976) compared "learning" with "utility", Vreeland and Bidwell (1966) and later Friedman (1967) compared "technical" with "moral" objectives, Leibert and Bayer (1975) compared "client-centered" with "professional-centered" goal orientations. This literature provides support for the proposition suggested by Kerr (1964) that no particular set of ideologically unified orientations are dominant in the present multipurpose enterprise of higher education. Although focusing and refocusing goals of education is a continuing concern of predominately Black colleges and universities, none of the literature reviewed focused on Black institutions.

The major objective of this research is to determine whether within selected social science disciplines "client-centered" undergraduate teaching goals dealing with social usefulness and personal character are more widely valued in American Black colleges and universities than are "professional-centered" undergraduate teaching goals dealing with erudition and higher scholarly achievement.

### I. Objective(s)

The major objective of this research is to determine whether within selected social science disciplines "client-centered" undergraduate teaching goals dealing with social usefulness and personal character are more widely valued in American Black colleges and universities than are "professional-centered" undergraduate teaching goals dealing with erudition and higher scholarly achievement.

### II. Perspective

This survey will be a partial replication of two earlier surveys. One was conducted during the 1968-1969 academic year as a collaborative project by the American Council on Education (ACE) and the Carnegie Commission on Higher Education (see Bayer, 1970, for a discussion of this study), while the other survey was a partial replication of the ACE study conducted during the 1972-1973 academic year by Liebert and Bayer (1975). Goal items in the proposed study are those used in the Liebert and Bayer (1975) survey. However, Black colleges and universities were not the target population of either of the above surveys. While some sources (Newby, 1974; Wright, 1970) suggest that the educational orientation of selected Blacks differs from that of some influential non-Blacks, whether instruction in American Black colleges and universities is "client-centered" or "professional-centered" in purpose and emphasis is not known.

### III. Methodology

The research will be carried out by means of the following steps: (1) develop a list of predominantly Black institutions; (2) mail questionnaires to faculty members of those institutions; (3) code the questionnaires; (4) keypunch the data onto IBM cards; (5) write and execute the computer program; (6) analyze the data; (7) prepare the findings for publication.

Institutions. Predominantly Black institutions will be identified in this study by data provided by the Federal Inter-agency Committee on Education (FICE) survey for fiscal year 1971 (Federal Agencies and Black Colleges, 1973). Only four-year public and private institutions will be considered, due to the "different mission and objectives of junior and community colleges" (Liebert and Bayer, 1975).

Questionnaire. The list of goal statements developed by Liebert and Bayer (1975) will be used in which fourteen items are included under five major headings. The five major headings are intellectual, functioning, erudition, higher scholarly achievement, social usefulness, and personal character. Three items are associated with each major heading except in the case of higher scholarly

achievement, for which there are only two items. (See Table 1 below)\* The three erudition items and the two higher scholarly achievement items are indicative of a "professional-centered" goal orientation while the three social usefulness items and the three personal character items are indicative of a "client-centered" goal orientation. The three items under intellectual functioning are, according to Liebert and Bayer (1975, pp. 198-199), "both professional and client-centered in the sense that they refer to developing general competencies relevant for most social roles in a meritocratic society."

The questionnaires will be mailed to faculty members in each of the five major social disciplines: education, sociology, political science, economics and psychology. Faculty in these various disciplines will be asked "how important is each of the following as: (a) your personal goal or aim in your teaching of undergraduate students, and (b) your institution's goal in undergraduate education?" (Liebert and Bayer, 1975, p. 198). Two sets of responses will be provided, one for "my teaching goals" and the other for "over-all institutional goals," followed by the list of goal statements and options for indicating "essential," "very important," "somewhat important," or "not important or irrelevant" (p. 198). The questionnaires will be coded, the data keypunched onto IBM cards, and a computer program written and executed.

Analysis. Table 1\* will show the proportion of faculty endorsing teaching goals as personal objectives and as institutional objectives. This would include faculty in selected social science disciplines (1977-1978 Academic year). Figures in the body of the table will show the percentage of faculty indicating particular response options, (See Table 1).

Table 2\* will be used to rank the order of teaching goals endorsed by faculty in selected social science disciplines (See Table 2 below).

#### IV. Educational Significance

Even though complete agreement may never be achieved, previous literature have pointed up the importance of thinking about the goals of undergraduate education. Among other things, focusing and refocusing goals of undergraduate education may enhance understanding and support of the wider community, aid in curriculum development, and the allocation of resources.

\*Tables omitted

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